Characteristic II: Leadership and Governance

The district's leadership and governance practices result in effective district administrative leadership teams and school board policies, a collaborative central office staff, effective building administrators, and targeted training and monitoring to support school improvement in the low-performing schools.

Leadership and Governance

DEFINITION	INDICATORS OF DISTRICT SUPPORT			
	Leads to Continuous Improvement and Institutionalization	**Leads to Effective Implementation**	**Raises Awareness**	**Minimal, Absent, or Ineffective**
2.1: DISTRICT SUPPORT FOR LEADERSHIP— DISTRICT ADMINISTRATIVE LEADERSHIP TEAM AND BOARD OF EDUCATION: *District Support for Leadership—District Administrative Leadership Team and Board of Education* refers to the district administration and the Board's critical role in aligning policies, resources, and funding to the district's goals and priorities, and overseeing the impact of those funds.	The district administrative leadership team, in collaboration with the Board of Education, monitors how the district's low-performing schools effectively utilize and coordinate targeted funding, resources, and policies, resulting in increased student achievement.	The district administrative leadership team, in collaboration with the Board of Education, provides additional, targeted district funding and resources to address the district's goals and priorities in its low-performing schools, ensure alignment of policies and funding, and monitor the impact of the use of the funding.	The district administrative leadership team, in collaboration with the Board of Education, targets the effective use of Title I money and resources for the designated low-performing schools, but does not ensure alignment between these funds and local funding resources.	The district administrative leadership team, in collaboration with the Board of Education, accepts the report for the use of funds at the low-performing schools, without examining if these funds are targeted to the greatest need, only meeting minimal compliance with Title I requirements.
2.2: DISTRICT SUPPORT FOR LEADERSHIP - CENTRAL OFFICE AND SCHOOL BUILDING ADMINISTRATORS: *District Support for Leadership - Central Office and School Building Administrators* refers to the critical relationship between central office staff and school building administrators in planning, monitoring, and decision making regarding district programs and the use of resources that address improved student achievement. In smaller districts, this might involve key individuals who make decisions about programs and resources.	The district's planning, monitoring, and decision making processes include an ongoing review of how effectively central office staff and school building administrators collaborate, assess district programs, use resources, and how these practices impact student achievement in the district's low-performing schools.	The district provides structured, regular opportunities for central office staff and school administrators to plan and monitor collaboratively, and make decisions about district programs and use of resources addressing student achievement in its low-performing schools.	The district provides some opportunities for central office staff and school administrators from its low-performing schools to jointly plan and make decisions about district programs and use of resources addressing student achievement, but collaboration among these groups is infrequent and inconsistent.	The district's central office staff/departments operate independently with few opportunities for collaboration between school building administrators and other district central office staff to support the district's low-performing schools.

	Leads to Continuous Improvement and Institutionalization	Leads to Effective Implementation	Raises Awareness	Minimal, Absent, or Ineffective
2.3: DISTRICT SUPPORT FOR TEACHER LEADERSHIP FOR STUDENT ACHIEVEMENT: *District Support for Teacher Leadership for Student Achievement* recognizes the critical role that districts play in building teacher ownership of student achievement by providing opportunities for teachers to collaboratively plan and work together on school improvement and professional development.	The district has defined various roles for teacher leaders including collaboration opportunities and school improvement and professional development planning. The district can describe the impact of their leadership on student learning and achievement.	The district partners with schools in promoting student achievement by deliberately building teacher leadership in its low-performing schools through support of teacher opportunities for collaborative planning, school improvement planning, and professional development planning opportunities.	The district has begun acknowledging the role that teacher leadership plays in increasing student achievement, but efforts to support and build teacher leadership are inconsistent in its low-performing schools.	The district has little or no evidence of building teacher leadership in its low-performing schools. School staff lacks ownership of the learning process of students.
2.4: DISTRICT TRAINING FOR SCHOOL IMPROVEMENT TEAMS AND DISTRICT MONITORING OF SCHOOL IMPROVEMENT PLANS: *District Training for School Improvement Teams and District Monitoring of School Improvement Plans* are critical strategies that districts use to build the skills of school staff to collect and analyze data, make recommendations for actions, and monitor the effectiveness of school improvement plans in addressing the needs of students and staff.	School improvement teams collect and analyze data, monitor the effectiveness of school improvement plans, and make necessary changes to the plans to continuously increase student achievement. The district monitors results and provides additional support and resources in its low-performing schools.	The district provides targeted support for training of school improvement teams, collecting and analyzing data from a variety of sources, and monitoring the effectiveness of school improvement plans, resulting in increased student achievement in its low-performing schools.	The district plan for training and monitoring school improvement processes is not implemented systematically and does not provide targeted support to the district's low-performing schools.	The district provides little or no training for and monitoring of school improvement processes for the low-performing schools.